

Heath House Care and Practice Policy Heathlands School



Policy Review

This policy will be reviewed in full by the Governing Board.

The policy was agreed by the Pupil Welfare and Curriculum Board on 8 March 2022.

Next Review due March 2024.

Signature Date
Co-Headteacher

Signature Date
Governor

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Statement of Principles and Practice

Heath House operates as an integral part of this school for deaf children whose primary mode of communication is sign language. Information about the ethos and practice of the school is contained in the school's website and the Vision Statement in the School Development Plan. The school Governors manage the school on behalf of Hertfordshire County Council (HCC). The Co-Headteachers are responsible for its operation. Day to day care practices of the residential provision in Heath House is the responsibility of the Co-Head Sarah Shields and the Lead RSW.

Accommodation is available in Heath House for a maximum of 20 pupils, both boys and girls, aged between five and sixteen. The pupils in residence are organised into groups according to age and gender sharing three common rooms, six shared and two single bedrooms. A self-contained kitchen is also available to help to develop a sense of responsibility and to foster independence in pupils.

A four-night weekly boarding cycle operates. Pupils arrive on Monday mornings and return home on Friday afternoons. Heath House provides care for pupils whose Education and Health Care Plan directs that residential provision be made available. Residential pupils come from a wide catchment area, most from Local Authorities other than Hertfordshire.

Pupils who board at Heathlands do so primarily to enable them to gain access to educational provision appropriate to their needs. The quality of the residential experience must therefore be of the same high standard as their education.

Heath House aims to foster a happy, safe and positive environment in which openness, trust, tolerance and respect support the learning and developmental objectives of all its boarders. This is achieved within the '**OUTCOMES**' identified by OFSTED and include **Social development, Personal Development, Health, Happiness and Enjoyment, Transitions, Behaviour, and Contribution to Residential Experience.** The Care Policy and Practice Document outlines the work of the residential sector and ensures correlation with the Policy documents for the whole school.

The Objectives are:

- To provide a safe and caring environment in which the mode of communication is appropriate to the needs of those who are resident;
- To support pupils in maximising their individual and educational potential;
- To encourage pupils to function and/or integrate within the wider community;
- To meet the recommended guidelines and safeguards of the Children Act 1989 (as amended by the Care Standards Act 2006 and The National Care Standards Commission Regulations 2002) as well as the 22 national minimum standards for residential special schools 2015.
- To enhance the physical, emotional, educational, social and behavioural development of each pupil;
- To promote pupils' spiritual, moral, social and cultural well-being - irrespective of gender, race, religion, sexuality or disability;
- To listen to pupils and treat them fairly, equally, sensitively and, where appropriate, to treat information they give in confidence; and

- To provide a positive and supportive residential and educational experience for pupils.

This will be achieved by:

- Providing additional information to support the assessment of educational progress;
- Meeting individual needs;
- Preparing pupils to be independent; and
- Responding to varied and changing need.

Statement reviewed by Governors 5.3.19

The Residential Team

The Heath House team consists of: (see appendix 1)

Co-Head Sarah Shields/Head of Pastoral Care
Lead Residential Support Worker
Residential Support Workers
Independent Listener
Teachers and resident support for homework/offering after school clubs

School and Home Liaison

Parents / Carers are the people who know the most about their children and should be involved in making plans for their children. This includes reviews and planning meetings, as well as, day to day decision making - where possible.

There is consultation between staff and pupils about rules, activities, and decision making in Heath House. There are regular meetings, in which pupils have the opportunity to discuss the running of the residence, express views and ideas, voice opinions and make proposals for change.

Staff Development and Good Practice

Individual Care Plans will be used to review targets and social skills. This progress will be identified, discussed and monitored through RSW staff meetings and supervision sessions. Staff will log progress weekly in the Learning Journals and carry out termly reviews with the young people.

Children and young people should be encouraged to attend their reviews, as appropriate to age and understanding. If they feel unable to attend, they should be encouraged to write down their views, or ask for their views to be represented at the meeting.

"The young people should if appropriate, receive a copy of the review".

Whole school policy documents, such as Equalities and Privacy and Confidentiality, underpin all care practices within Heath House. (These can be found in the central policy file on the staff drive.)

Individual training needs and development plans will be outlined in half termly supervision sessions.

Aims and objectives of supervision are outlined in the Heath House Supervision Agreement. See Appendix - 2

It is necessary for Heath House staff to undertake;

- Induction
- Signature BSL level 1, 2 and 3.
- Level III Diploma in Working with Children and Young People

- Training - residential staff will be available for 5 days per year for INSET. Such training may be residence focused, but staff will also be involved in teacher inset that includes whole school issues such as;
 - Child Protection
 - Physical Restraint
 - First Aid / emergency medication training etc.

In house training in child development and residential care practice will be provided in weekly training sessions. In addition to in house training, supervision and performance management meetings will enable individual training needs to be identified and staff confidence improved.

1. Admission

- A residential support worker will be assigned to each child before admission.
- Staff must ensure that all primary needs are catered for i.e. Bed space is welcoming
- On arrival the RSW must meet and welcome the new young person.
- The RSW should be available to help unpack (if appropriate) and spend time with the young person.
- If the young person is accompanied by his/her family/carers, they too should be involved if they wish.
- In a shared room, other occupants should be part of this process.
- The RSW will ensure that the pupil and family members/carers have the address, phone number, Heath House duty mobile number and the facetime number for the IPad. Family's/carers should also be given guidance on contact, visiting and going home guide-lines / Heath House rules expectations should be outlined.
- Liaison with the office staff re-admission arrangements and medical care should be made.

During the evening of admission and subsequent evenings the RSW, as well as members of the peer group, will guide the new young person through Heath House routines. Once the young person is settled and moving happily through Heath House the period of induction will be concluded.

Some young people may need to have several visits building up to a full week's stay before fully boarding. This is to help ease them into the boarding experience.

2. Physical Care (Ref: School Intimate Care Policy.)

Staff provide for the primary needs of the young people in their care, and encourage development of independence skills in managing aspects of physical care.

Some aspects of physical care may involve specialised guidance and training for Heath House staff, i.e. supportive exercises for the young people with physical weakness - may be necessary from physiotherapy staff.

Washing / Bathing / Showering

- Personal hygiene is an important aspect of communal living, as well as developing skills for future independence.
- It is important to recognise the most personal aspects of daily life, such as using the toilet or taking a shower or bath should be essentially private activities.

" All toilet and bathroom doors are lockable"

- Children and young people will be made aware of gauging appropriate water temperatures.

"Pupils will have the choice of whether to take a shower or a bath where possible"

- Children and young people will be given the choice to shower or bath in either the evening and / or morning - providing they are going to bed and getting up at an appropriate time and do not make themselves late for bed or school.

Teeth Cleaning

- A routine of teeth cleaning will be encouraged twice a day.

Toileting

- Young people that suffer from constipation or bouts of diarrhoea will be monitored as appropriate.
- A young person who is known to wet the bed should, if they wake, be made comfortable quietly and sensitively - adequate clean pyjamas or night wear should be easily available to staff or the young person. These young people will be made aware where the on call night staff are located and explained to that they will assist with removal of any wet bedding as well as remaking the bedding. A shower will then be offered to the young person.

Clothing

- Young people are encouraged to understand the need for weather appropriate clothing.

- Young people will be involved in learning how to manage process and wash their own clothes. Staff will supervise the use of all machines and equipment and teach independent living skills in a supportive way.
- For many pupils the purchase of new clothes and fashionable wear acceptable to their peer group is of utmost importance, so pupils are encouraged to understand the meaning of good value as well as colour co-ordination.

3. Personal Care

Regular routines are developed as good habits for the future.

- Pupils are allowed to wash their own hair without supervision dependant on age.
- No child should be treated for headlice. If they are discovered in the hair then staff will get in touch with that child's parents and arrange for them to be collected and given the appropriate treatment at home.
- Girls should be able to choose which forms of sanitary protection they wish to use. They should not have to consult male members of staff on this matter.
- Parents / Carers of pupils from minority ethnic groups will be consulted by staff to ensure the appropriate use of skin care and hair routines are supported in the residence.

Meals

- A well-balanced diet is provided by the school, menus are devised by the school chef.
- The young people will be involved in the activity of purchasing items and then preparing the evening meal. The young people will be encouraged to develop a range of household skills.
- It may be necessary for some young people to have adapted diets for medical or behavioural reasons. Staff will ensure that this is facilitated when required.
- The young people should have access to food and drink within reason. Food should not be locked away unless for reasons of safety.
- Heath House staff should eat the same meals with the young people to encourage a positive approach to meals.
- There are set meal times, but these times will vary based on evening activities as well as what is being cooked.
- It is reasonable to allow the young people, who are able, to prepare their own breakfasts. Breakfast should not be withheld if a pupil gets up late - an alternative or compromise should be offered.

- Staff involved in the preparation of food should have training in safe hygienic practices and good food handling techniques. These skills and practices should then be passed onto the young people to help develop their understanding of safe food handling practices.

Environment

- Staff keep under review the recreational space in the residence, and the private spaces in the bedrooms to ensure the young people are not overcrowded. Staff also monitor the temperature in the living areas to ensure it is comfortable.

4. Medical Care (ref: School health & Safety Policy, Audiology Policy and H.C.C. Guide-lines.)

All residential staff have training in schools first aid training as well as one fully qualified first aider. Residential staff support the medical well-being of the young people through,

- Liaising with teaching staff where medication or surgery appointments are involved.
- Recognising symptoms displayed by young people that need medical attention.
- Taking the young people to doctor and hospital appointments.
- Being aware of the emergency procedures, such as, general first aid, choking, epilepsy, and resuscitation techniques.
- Administering medication where necessary and accurately recording any such administration. All medication must be kept in a secure place, in the medical room and be signed in and out as well as being administered by two staff at all times.
- Monitoring any side effects of medication, or changes in behaviour due to diet or menstrual cycles, and recording these in the appropriate way. Staff should do this in a sensitive manner and only share the information with those that need to know.
- Being aware of the medical history of the young person and taking into account any special needs they may have, e.g. - visual problems or medical condition, such as diabetes.
- Having an understanding of allergies that young people may suffer, and the use of special diets or alternative medicines such as homeopathy, if directed by parents / carers.
- Keeping up to date information, so that information is available for emergencies or outings. All medical information recorded on Arbor and medical profiles created for those with any medical issues. These are updated yearly or as and when medication is increased, decreased, changed or stopped.

- Helping young people to manage their own medical conditions e.g. asthma. Staff help the you people to understand and develop their knowledge about their medication and why they need it.
- Respecting the confidential nature of medical conditions.
- Playing an active role in promoting all aspects of the young people's health. This should include education about the effects of smoking, alcohol, substance abuse, sexual matters and HIV / Aids. Complementary to that provided by the school RSE Policy as well as any additional issue that may arise such as learning about COVID 19, the rules about COVID and how to stay safe.
- Keeping themselves informed about the risks of solvent abuse, and should be alerted to the possibility that, aerosols, glue and other solvents may be being misused.
- Being aware of the needs of some young people from ethnic minorities who may suffer from, for example sickle cell anaemia.
- If a young person suffers an accident, appropriate medical attention should be sought immediately. All accidents should be recorded on an accident form a copy should then be put in their file and one copy sent to the office. The parents/carers should be informed. (Ref: School Health & Safety Policy.)

If a young person has consumed alcohol / drugs, a member of staff should stay with them to monitor their condition whilst the Co-Headteachers are informed. Young people should not be searched for drugs when possession is suspected, though it may sometimes be necessary to persuade them to empty pockets / bags. The lead RSW will keep the Co-Headteachers informed and consult with them as necessary.

5. Emotional Care

The emotional development of young people is an important aspect of residential provision. Young people struggling with the frustrations of being deaf, an adolescent or with a low self esteem, have the right to be supported by staff in a safe and secure environment.

Staff support the emotional development of young people through;

- Providing a positive and supportive relationship to assist young people in the separation and loss of being away from home.
- Counteracting the inevitable feelings of homesickness and isolation by maintaining family contacts through the regular use of facetime and mobile phones.
- Providing recognition, acceptance, affection, respect, encouragement and praise.
- Offering individual opportunities to communicate feelings and deal with personal issues, problems or circumstances at home.

- Enabling young people to learn to live with others and respect others' feelings, as well as, respecting the individual need for privacy.
- Supporting young people in times of anger and frustration, teaching them how to deal with different reactions and to learn self control techniques.
- Encouraging young people to learn how to laugh at themselves on occasions, and how to recognise their own achievements and feel good about themselves.
- Awareness of the cultural differences of young people, as well as the additional problems of adolescence and the inherent peer group pressures, and provide a relaxed residential environment.

6. Social Care

Staff use every opportunity to develop independence skills and social responsibility with young people through,

- Understanding what it means to care for the world we live in and our environment, e.g. recycling.
- Respecting others, their possessions and their privacy.
- Understanding team work and turn taking.
- Developing acceptable standards of social behaviour, including the awareness of controlling audible noises such as, hiccups and burping, as well as good table manners.
- Using public transport safely and appropriately.
- Controlling inappropriate or repetitive patterns of behaviour.
- Making use of role play activities to develop young people's understanding in different situations. This can be achieved by doing 'what if' scenarios or by taking part in practical hazard spotting in Heath House.

7. Leisure Activities

- Heath House should have a variety of reading materials, toys and games, appropriate to the age and abilities of the young people that are boarding.

'These should not be locked away except for reasons of safety.'

- Books, newspapers, games, phones, art and study materials should be available. The young people should be allowed to pursue these activities quietly.

- Staff should take active steps to ensure that young people have access to a range of leisure activities, both on an individual and group basis to support their special interests, hobbies and cultural upbringing.
- A range of other equipment should be available so that the young people have opportunities to maximise their personal and physical development as well as making sure that all enjoy themselves.
- Leisure activities should be purposeful. The activity should be promoting progress, physical or educational with a clear idea of the purpose in relation to the curriculum.
- A wide range of activities are arranged to promote a healthy lifestyle through clubs and activities both on and offsite.
- Staff also organise outings to encourage the young people to venture into the local community and develop their social skills when mixing with the hearing public.

8. Educational Support

Residential staff must play an important part in supporting the educational development of the young people through,

- Showing an interest in all of the young people's educational achievements, and assume the role of supportive adults and recognise and applaud those achievements.
- Supervising homework, encouraging the young people when they are finding the work difficult. Establishing the study hour a part of the residential routine and an atmosphere and environment that ensures the study hour is a positive and rewarding experience.
- Offering appropriate reward systems to encourage positive behaviour in liaison with teaching staff to develop a whole school approach.
- Liaison with teaching staff to ensure quality of homework. (Ref. Homework Policy).
- Creating educational experiences in 'out of school' hours to provide opportunities to learn about the world around us. Staff to pick up on and discuss current world events in an informal manner such as meal times to help the young people develop their understanding.
- Teaching and encouraging respect for safety standards and providing practical opportunities to learn about road safety, cycling proficiency, and swimming etc. This can be achieved through what if scenarios and taking part in Heath House hazards.
- Ensuring the young people has an understanding of stranger danger.
- Ensuring that the young people are aware of online dangers and know how to report inappropriate behaviour, how to stay safe and how to keep their profiles private as well

as learning what to do if they have any concerns also how and when to report any issues to an adult..

- Encouraging young people to develop leisure interests or hobbies for the future and to make good use of their free time, including mixing with the hearing world and taking an active part in local clubs and sports.

9. Audiological care

Audiological care is of paramount importance to the development and placement of the young people within the residence. (Ref. School's Audiology Policy).

Heath House staff play an important part in audiological care through.

- Undergoing training in the care and use of hearing aids/cochlear implants.
- Encouraging young people to wear their hearing aids and make sure they are switched on and at the correct settings, as well as, turning them off when removed and stored in a safe place.
- Encouraging young people to be as independent as possible in the care and responsibility for their hearing aids/cochlear implants. With the aim for them to be using and managing the care of their aids without adult support as well as learning to raise any issues or concerns with them independently .
- Supervising, where necessary, the cleaning of ear moulds on a regular basis.
- Being aware when batteries need replacing or when there is a fault, and the aid needs to be referred for repair.
- Helping to report and chase up any issues regarding the young people's aids.

10. Life skills/ Independence and Living in the Community.

Staff support the development of life and independence skills by encouraging the young people to be helpful members of society, tolerant of people who may not understand their deafness or who may not want to help them.

Heath House staff help the young people to understand the hearing world they are living in through;

- Developing appropriate behaviour in public places such as shops, libraries, cafes and post offices.
- Using public transport, visiting places of interest and understanding the need for queuing for tickets.

- Developing and understanding of the need for preparation for trips such as packing things, working out the route, remembering spending money, appropriate clothing, phones and packed meals, etc.
- Awareness of the deaf community, deaf clubs, deaf culture, organisations for the deaf, and use of communication aids such as facetime and on screen interpreting services, etc.
- Developing an understanding of how to get help from doctors, social services, interpreters and emergency services.
- Ensuring they have the residential duty mobile number to get in touch with staff if there is an issue or if they have any concerns.
- Visiting doctors, hospital, etc.
- Awareness of others in the community such as the elderly, who may need help e.g. with doors, road crossing etc.
- Ensuring they have the skills and confidence in knowing what to do and making the right decision when they have a problem.

11. Behaviour/Bullying

The School's policies on Behaviour and Anti-Bullying explicitly extend into Heath House. Copies of both policies are available.

The Behaviour Policy is based on a system of clear rules and rewards. Heath House operates a system of rewards and consequences based on agreed rights and responsibilities (explained in appendix 5). The rules are discussed and agreed with the children and young people at the start of each academic year. All young people have their own copies of these rules and the school liaises closely with parents in seeking their support in keeping these rules. This ensures that Heath House is a happy place to live in during the week.

The Anti-Bullying Policy dictates that no form of bullying will be tolerated in the School. Special reference to Heath House is made, thus;

Additional issues for Heath House

Incidents of bullying will be brought to the attention of the Co-Headteachers who will discuss with the young person's residential support worker how best to investigate, following the school procedures.

Following the investigation, the Co-Headteachers will discuss with the young people and their RSWs;

- *Strategies for supporting the victim;*
- *Plans to help the bully modify his/her behaviour, including positive ways of encouraging and re-enforcing non-aggressive behaviour and empathy tasks;*
- *Social stories.*
- *A clear set out procedure of reflect, repair and restore.*

- *Appropriate consequences.*
- *Incidents of bullying in Heath House will be recorded in the young person's file and main school bullying file.*
- *Behaviour logs are kept on Arbor and a copy is printed half termly for the paper file.*
- *Parents and carers are informed of incidents of negative behaviour and consequences explained.*

12. Sex Education

Sex education is provided through the schools PSHCE and RSE (relationships and sex education) Policies, but these issues need also to be addressed in Heath House. Sexuality is one of the most important factors affecting young people in the transition from children to adulthood.

Heath House staff supporting the sex education programme will need to cover issues such as the emotional aspects of entering into a sexual relationship with another person. The emotional and practical implications of becoming a parent will also need to be explained in some detail. It is vital that sexuality is not ignored or repressed as this will create an unhealthy environment.

Heath House staff support parents and teaching staff in the pupil's development of understanding in this area through;

- Creating an environment where young people feel able to discuss their feelings about themselves and their sexuality.
- Being aware of the school's Sex Education Policy, and resources available such as books, videos, which are appropriate to their age group and stage of development.
- Being able to answer questions and provide helpful information when subjects arise, either as a follow on from a lesson or through seeing something on television or the internet.
- Organising sessions for discussion to assist young people in their understanding of sensible attitudes to relationships.
- Helping girls to understand and manage their menstruation.
- Encouraging young people to understand and use privacy.
- Helping young people to understand their adolescent feelings appropriately and understand their changing bodies.
- Liaising with parents/carers and following through their wishes and concerns.
- Understanding cultural differences and beliefs.

- Being aware that young people who may have been abused may need special counselling if they are not to regard sexual feelings as a matter of shame, or to regard sexual relationships as impersonal or exploitative.
- Recognising the needs of young individuals and their personal sexual orientation approaching this sympathetically. Discrimination against a young person on the grounds of their sexuality is entirely unacceptable.
- Dealing with overt sexual behaviour sensitively and not punishing it as 'bad behaviour'.
- Neither encouraging, nor condoning sexual relationships between young people. Where they arise, staff should respond sensitively and counsel the young people concerned about the issues this has raised for them as individuals, as well as their peers. Where needed staff will seek additional support from other agencies to support young people.
- Dealing with apparent deliberate acts of sexual harassment promptly and firmly but also sensitively in line with the behaviour policy and directions on peer on peer abuse.

13. Communication

All residential staff must be aware of the school's total communication policy and must understand the issues relating to deaf awareness and deaf culture.

Staff must pass Signature Stage one examination as soon as possible after employment and develop their communication skills leading to level three.

Staff support the school communication policy through;

- Encouraging young people to make full use of their residual hearing and voice.
- Encouraging hearing aids to be worn at all times except when activities endanger them being lost or damaged.
- Using sign language amongst themselves at all times in front of young people and deaf members of staff.
- Awareness that every young people have the right to expect respect from others including the adults caring for them. Staff must be conscious of the language used in front the young people. Racist and sexist language will not be tolerated. Staff should correct inappropriate language by discussion and group work that can highlight that such language may cause offence to others.
- Ensuring that the young people are never ridiculed or feel humiliated. Where a young people behaviour needs to be corrected in a group situation, this should be done in line with the behaviour policy. In some circumstances it may be necessary to remove the child from the group, but care must be taken by staff not to expose the young person to possible abuse or themselves to such accusations. Heath House staff will call on the Co-Headteachers to support them should this situation arise.

- Ensuring the young people know that any written communication about them is kept in the office in a locked filing cabinet and is treated as confidential. Young people should know that they have the right to see their file if they wish to do so.

14. Child protection

Heath House staff must be aware of;

- The school's Child Protection Policy, which is available in the Staff drive / policy files. All staff have received their own copy which should be kept in induction files.
- The school's designated person for child protection.
- Procedures, including whom young people can turn to in the residential setting if they have a concern.
- Action to take if they suspect any form of abuse of a colleague or a member of senior staff.

Staff assist in the protection of young people through;

- Being aware of the possibility that young people may be abused during the time they are at school by adults and peers.
- Reporting to the designated person for child protection if they suspect, or have evidence that a young people is suffering, or has suffered abuse. This should be done by filling out the CP form and giving it directly to the DSP for child protection.

Being aware that when a young person abuses another young person, a very clear distinction will need to be made between behaviour which amounts to serious physical/sexual assault, intimidation etc. (Which should be dealt with by the designated member of staff for child protection, Co-Headteacher Sarah Shields and Lesley Reeves-Costi) in line with policy.

- Being aware that when an allegation of abuse is made by a young person against a member of staff, it must be taken seriously. It may involve temporary suspension of the member of staff to enable unhindered investigation and to ensure the safety of the complainant and other people. Senior staff should ensure appropriate support is offered to the member of staff.
- Attending up to date training and being vigilant of current changes to safeguarding regulations such as procedures linked to reporting FGM. Identifying changing nature of safeguarding i.e. rise in sexting, exploitation, trafficking.

15. Teamwork/ Working in Partnership and Report Writing

Communication between the departments in the school is an important part of team-work (whole school) approach, and helps to develop a co-ordinated view of working with the children and young people. Therefore staff are involved in a number of recording and reporting procedures by;

- Completing incident, accident and sanction procedures.

- Developing individual targets in line with objectives specified in the statement, and reviewing them on a regular basis.
- Discussing young people's progress or concerns with the Head of Pastoral Care in regular supervision sessions.
- Producing reports for case conferences, social service reviews as requested.
- Monitoring and recording areas of young people's progress, and need relating to behavioural or medical issues.
- Liaising regularly with teaching staff regarding the progress of pupils.
- Completing home/ school books (as appropriate) on a weekly basis. Communicating by letter, telephone / email or fax with parents / carers. Providing a forum for discussing any concerns between parents / carers and staff.
- Following the child protection procedures.

16. Policy and Practice -V - Institutionalisation

It is important to recognise that the young people spend a significant proportion of their school life in Heath House and whilst policy and practice are important for health and safety and development of young people, it is also important to guard against an institutional way of life. The aim is to create a home from home with care staff acting in 'loco parentis'. To achieve this:

Children and young people must have the flexibility of individual choice and as far as possible in a group living environment, have their preferences recognised. This will include;

- Acceptance of food preferences.
- Some private space
- Freedom to put their choice of decoration on their walls or private area.
- Some unstructured time to relax.
- The opportunity to be listened to in confidence, (within reason) if they have anxieties and worries.
- The opportunity and space to have their views listened to.

17. Independent Listener

Heath House employs an Independent Listener

The function of the Independent Listener will include;

- Visiting Heath House.
- Advising and befriending any child who may request it.
- Observing residential standards of child care practice.
- Offering advice to staff.

Any concerns raised by the Independent Listener will be passed to one of the Co-Headteachers.

18. Staff – Young people Relationships

It is important for staff to develop warm and friendly personal relationships with young people however professional boundaries must be maintained at all times.

- Staff must ensure that young people have access to spontaneous and planned outings that are agreed as part of the residential plan. The sort of outings which should be part of the residential plan includes shopping and visiting the park, as well as more planned and organised activities.
- Plans for outings should be made with young people and should reflect the interests of the individuals.
- Young people should be allowed out socially with friends unsupervised providing that:
 - Staff are made aware of arrangements, including expected time of return.
 - Staff are made aware where the young person is going and with whom.
 - Parents/carers have given consent
 - Freewalking training has been undertaken
 - Co-Head/Head of Pastoral Care has given permission

19. Young People's Records

All young people records are confidential and must be kept locked in a cabinet in the duty room. Records should be kept for up until the child reaches 25 years of age when they can be destroyed.

Records should contain the following information about each pupil.

- Name
- DOB
- Gender
- Religion
- Address/ telephone/ mini-com /mobile phone number
- The name and address of parents/carers and their religion
- Racial, Cultural, Linguistic background
- Legal Care status (if accommodated / looked after - the Social workers address/ telephone number is required).

- Visitors - parents/ parental representative, relatives, friends, independent visitor, social worker, GAL solicitor etc.
- Contact restrictions
- Statement of Special educational Need
- School reports / Annual Reviews / EHCP
- Social services reports and reviews
- About records of incidents, accidents, sanctions, positive reward etc
- Dietary health and medical needs
- Medication administered
- Pocket money records
- Care plans
- CSD's
- Annual reviews

Each young person main file is held in the main office by the Head Teacher's Secretary.

Appendix 1

Heath House Staff

Sarah Shields	Co-Headteacher/ Head of Pastoral Care (non - resident) – B.A Hons Theatre Arts, Education and Deaf Studies, PGCE English, Media Studies and Drama, Qualified TOD, BSL Level 6, Designated Senior Person for Child protection, Steps Trained.
Lesley Reeves-Costi	Co-Headteacher/ SENCO
Thomas Tharby	Residential Support Worker (resident) – NVQ 3 in Health and Social Care, AVCE in Health and Social Care, BSL 3, Food hygiene level 2, School First Aid. Fire Training. NVQ3 in management.
Lena Reading	Residential Support Worker – BTEC First Arts and Design, BTEC Photography, BTEC Graphics, BSL Level 3, Steps trained , Level 2 Food Hygiene, NVQ 3 in Health and Social Care (97% complete)
Fruzsina Lakatos	Learning support assistant.
Dawn Horner	Learning support assistant.
Helen Farthing	Independent Listener

Supervision Agreement

This Supervision Agreement relates to the practice and professional development of (Residential Support Worker). The agreement is made between the Co-Headteacher Sarah Shields/Pastoral Care and the Lead RSW. As well between the Lead RSW and the RSW as well as the independent listener.

The aims of supervision are to ensure;

- An oversight of practice - getting the work done well.
- responsibilities are carried out in accordance with his/her job description.
- Responsibilities are carried out to the school's expected standards.
- A source of support.
- Professional development is monitored and reviewed.
- To provide any opportunity to identify and arears for development and possible training opportunities.
- To provide a confidential situation where staff feel comfortable to give feedback.

The objectives are to provide;

- An opportunity to give and receive feedback.
- A setting in which problems, as well as difficult and stressful situations related to the job, can be discussed.
- An individual programme of development, working knowledge, understanding and skills related to good practice.

Details of discussions during supervision will be kept confidential except:

- When it is agreed to do so.
- When matters of ethics or professional conduct which the Co-Headteacher is obliged to raise as the Designated Person for Child Protection (DSP) or with the assistant DSP Co-Headteacher Lesley Reeves-Costi.

- In the event of breakdown with this agreement, in which case either party is free to appeal to the alternative Co-Headteacher or the school governors to act as arbitrator.

Supervision will be recorded in accordance with the guidelines that accompany the Children Act 1989, as well as the Care Standards Act 2000 and will include;

- Update and planning of work with key children.
- Matters arising problems / Space to reflect on experience and feelings about practice issues.
- Agreeing action plans where appropriate.
- Personal Development
- Training and Career Planning.

Copies of supervision records will be kept in a locked file with access only by the Co-Headteachers. The Co-Headteachers will summarise sessions, the original copy will be given to the employee to read, when it has been agreed both the Co-Headteachers and the RSW will sign and date the copy. It is the responsibility of the RSW to make a copy for the Co-Headteachers.

The same approach will be taken when the Lead RSW is carrying out supervision with RSW's or with the independent listener.

Supervision will take place every term and will be free from interruptions. Each session will last at least 45 minutes

Heath House recognises the significance and value of informal supervision and it will be available as required subject to the above criteria.

We regard supervision as a priority, which will only be cancelled in the event of sickness or crisis demanding immediate attention. In this case alternative session will be arranged as soon as possible, ideally in one week.

Signed

• RSW **Date**.....

• Co-Headteacher **Date**.....

This agreement complements the code of employment practice issued by The Support Force for Children in Residential Care and builds on the Children Act 1989, Guidance of Regulations concerning residential care, as well as, the Warner Report “ Choosing with Care” 1992.

Appendix 3

Behaviour Management

In Heath House rewards and sanctions are used to reinforce positive behaviour, develop an understanding of consequence and responsibility. The system helps children and young people understand both their Rights and Responsibilities.

Rewards might be in the form of immediate praise, treats or later bedtimes. These can be gained for politeness, respecting others helping staff and peers, working well at homework time, carrying out extra chores (e.g. if other children and young people are absent) and other signs of positive behaviour.

Expectations of children and young people and the consequences for unacceptable behaviour are outlined in the WOW procedures.

Major sanctions (level 4) are recorded in the Heath House Sanction Book and on SIMS, and are signed and dated by the Assistant Head of Pastoral Care. The book is also monitored by visiting governors and Ofsted Inspectors.

Unacceptable Sanctions:-The sanctions below are considered unreasonable or excessive and are not permitted in Heath House

- Corporal punishment
- Any form of hitting a young person (including hitting a child in anger or retaliation).
- Deprivation of access to food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline.

- Requirement to wear distinctive clothing or the wearing of nightclothes by day.
- Use or withholding of medical or dental treatment.
- Intentional deprivation of sleep.
- Use of fines other than by way of reparation and not exceeding two thirds of the child's immediately available pocket money provision.
- Locking in a room or area of a building.
- Intimate physical examination of the child.
- Withholding of any aids or equipment needed by a child.

Heath House 'WOW' Factor

Applying the WOW Factor

- We establish a whole school and Heath House ethos which expects good behaviour.
- We develop an effective set of Heath House rules and routines in line with the young people's rights and responsibilities.
- We teach and agree these rules and routines with students.
- Young people learn the skills and attitudes they will need to carry them out.

- When young people work within the rules and routines we apply our system of praise and rewards
- We teach the young people our system of consequences if they fail to follow our rules and routines




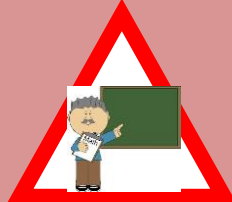



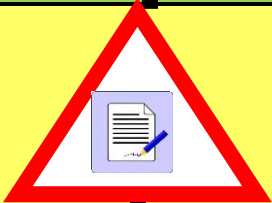

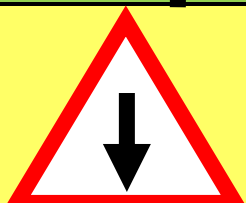
Heath House 'WOW' Factor Rights and Responsibilities

- 1 Staff will treat you fairly, will help and advise you and will help you feel safe and happy in Heath House.
You should be polite and respectful to staff at all times.
- 2 You can go out freewalking if you have permission.
You should arrive at Heath House on time after school and sign yourself in, get permission from staff, sign yourself out and make sure you are back on time. You earn this right if you can behave appropriately in Heath House.
- 3 Staff and teachers will be available to help you at homework time and you can use computers if you need to.
Be ready to start homework at 4:00pm; making sure you have everything you need. Complete any homework/revision tasks and work to the best of your ability during homework club, use the computers appropriately.
- 4 Dinner is at 5:00pm and you are able to use the kitchen in the evening.
You should be ready to go to dinner at 5:00pm, eat and behave appropriately when in the dining room. When using the dining room and kitchen, please clean up after yourself.
- 5 Staff will help to organise activities and will provide some games or equipment of your choice.
You should get changed out of your school clothes immediately after dinner, ready for evening activities. You should contribute your ideas of activities and should try to commit and participate if you have agreed to.
- 6 You are given some freedom, independence and choice in Heath House.
To earn this you should follow and accept the agreed Heath House expectations. These include bedtime rules, doing your daily job, being ready for school on time, tidying up after yourself and leaving your bedroom tidy.

The 'WOW' Factor Working on Work

<h1>Heath House</h1>	
Level	Behaviour
<u>1</u>	<p>A student will be deemed to be at Level 1 if they meet the majority of the following criteria:</p> <ul style="list-style-type: none"> Late back from school/freewalking. Failure to sign in on arrival at Heath House. Disruption at homework time e.g. lateness, distracts other students, talking, not working, inappropriate comments, not having correct things needed, etc. Late to dinner time. Refusal to get changed from school clothes. Disregard of Heath House routines e.g. bedtimes, daily jobs, inappropriately dressed for school, leaving bedroom messy, etc. Possession of prohibited items including hats worn inside building at homework or dinner time. Eating and drinking in classrooms or common rooms. Lack of respect to staff and peers.
<u>2</u>	<p>A student will be deemed to be at Level 2 if they persistently meet the criteria for Level 1 as well as the majority of the following:</p> <ul style="list-style-type: none"> Persistently meet the criteria of Level 1 (2 or more occasions). Low level damage to another student's or school property. A deliberate action towards another that may cause offence or be deemed as low level teasing. Encouraging others in a negative way e.g. manipulating others or situations, gossiping with the intent of stirring trouble, etc
<u>3</u>	<p>A student will be deemed to be at Level 3 if they meet the criteria for Level 2 as well as the majority of the following:</p> <ul style="list-style-type: none"> Graffiti. Bullying (including being part of a group who persistently tease an individual). Threatening without intent of following through with threats. Offensive language towards another student or staff member. Deliberate, high level damage to another student's, school or staff property. Misuse of all Heath House facilities e.g. kitchen, ICT suite, common rooms, buses, etc.
<u>4</u>	<p>A student will be deemed to be at Level 4 if they meet the criteria for Level 3 as well as the majority of the following:</p> <ul style="list-style-type: none"> Rudeness to staff e.g. arguing, swearing, offensive signing, body language, confrontational/physical/threatening behaviour. Defiant behaviour e.g. refuses to move, follow instructions Theft Serious bullying incident Possession of an item/weapon likely to cause harm to another Aggressive behaviour towards another student Offensive graffiti Intolerant behaviour e.g. racist, homophobic Sexual harassment. Sexual Violence.

Heath House 'WOW' Factor Working on Work

Level	Consequences		
1	 Warning	 Issue recorded in pupil log and daily debrief	
2	 Extra job or early bedtime at staff discretion	 School staff informed	
3	 Empathy Task where appropriate	 Early bedtime	 Banned from activities and parents informed
4	<u>Major Sanction</u>  Behaviour Contract with CPSO	 Grounding	 Exclusion from school

